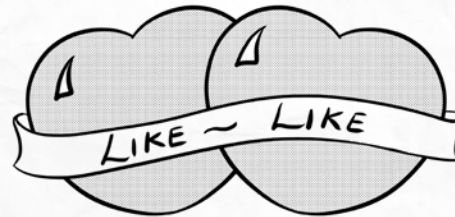
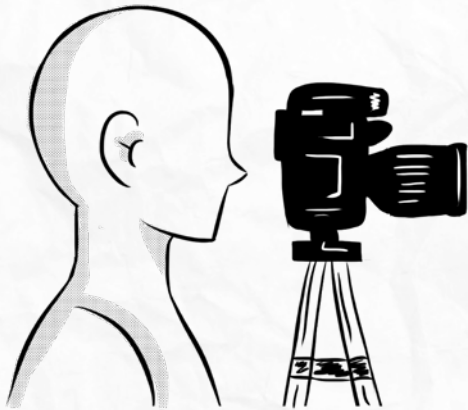
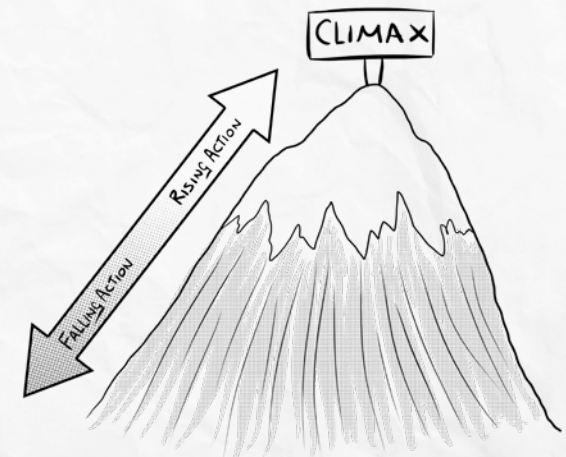
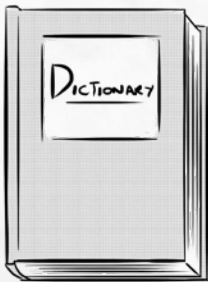


GCSE AQA GCSE English Language

Paper One, Question Five



SPELLING TEST	
1	much ✓
2	when ✓
3	how ✓
4	reach ✓
5	where ✓
6	what ✓



GraspIT

Paragraphs

Writing creatively in exam conditions can be tricky. It can be difficult to stick to your timing if your idea is too ambitious or your **plot** becomes too complicated. Ensure you plan no more than **five key ideas** so that each one fits neatly into one paragraph. You would write five paragraphs in total.

Try putting together a paragraph plan for this descriptive task or practice with a task set by your teacher.

Describe a ruined house.

Structure

When you are writing a story under exam conditions keep it under control by sticking to these five principles in the way you build or structure your story.

Exposition: the opening where we meet characters and place

Rising Action: a build-up or complication of some kind happens

Climax: a pivotal moment or key moment of tension or when we learn something important

Falling Action: when the tension begins to drop and things are explained

Resolution: the ending and closure – which could be a twist

Put together a five-point paragraph plan for a narrative called 'The Ruined House' or any further tasks set by your teacher.

Vocabulary

Look at the two plans you have created: one for a description and one for a narrative. Find and note down fifteen words that you could use for either task that will show a range of **interesting vocabulary** linked to the topic.

For example, for the ruined house task you could:

- Find words to describe: how the house looks, feels, makes you or other characters feel
- Find words to show movement of characters or of things/creatures/the air or weather in and around the house

Complex Spelling

Look closely at these words in the list below. Are they spelt correctly or incorrectly do you think? Check them in a dictionary. Write a sentence using each one that would fit in your story or description of the ruined house.

Startling	Appearance	Unatural	Overhanging	Dence
Enveloped	Stagnant	Balustrades	Mantelpeace	

Purpose

It can be difficult to stick to the correct **purpose** when writing a description or a narrative as you will probably want to include some description in your story and it can be very tempting to start adding **characters** and a **plot** into a description. Confusing!

One way to avoid this is to always stay outside your description as though you were looking through a camera lens.

Rewrite the opening to this description taking out the 'I' and making it completely **objective**. Add more description, interesting **vocabulary** and **similes** to replace the elements you need to remove.

I couldn't believe it when I stumbled across the old ruined house in the woods. I knew there was something there that had been there for a long time. I could see that its roof was low down and the thatch was falling to pieces. The old stone work was crumbling when I touched it with my hands and there were patches of green moss. 'Come and look at this', I shouted to my mate Dave, 'let's go inside and see what's there.'

Linguistic Features

Create three effective **similes** you could use in either your description or the story, to add atmosphere to your creative writing. For example:

The old thatched roof hung low and sad, like a straw hat left behind and blown far away after a once happy holiday.

Sentence Structure and Punctuation

Look at the following **simple sentences**:

We saw the house.

The house was in ruins.

Now look at this **compound sentence**:

We saw the house but it was in ruins.

A very common mistake is to join two simple sentences together with a comma instead of a conjunction. This is called a **comma splice** and will not gain you marks for accurate punctuation.

We saw the house, it was in ruins, we were really shocked, it looked so neglected.

All sentences need a simple sentence somewhere at their core! You can add incomplete sentences in little subsections (called **subordinate clauses**) to add more detail to create a **complex sentence** but they cannot stand alone.

*After pushing our way past the gate, the overgrown weeds and the broken path, **we saw the house**, derelict, decayed, neglected.*

Transform these **simple sentences** into **complex sentences** ensuring you do not use the 'comma splice'.

- The roof was open to the rain.
- The door was off its hinges.
- The floorboards were rotted through.

Check that you have not used comma splicing in the next task you complete for your teacher.